

Hooks for learning	Key texts	Key vocabulary	Trips / visitors	Additional Learning
'Hook' - Miniature door - fairies / pixies - who lives here? 'Hook' - Disappearance of a princess / voice note of a witch	The castle the king built The Three Billy Goats Gruff Hansel & Gretel	-Tier 1 -Once upon a time, happily ever after, next, after, suddenly, finally good, bad characters, billy goats gruff, big, middle size, little, troll. -Tier 2 - king, queen, princess, prince. -Tier 3 - mason, stone, carpenters, wood, blacksmiths, metal.	Visit to the library Dressing up day in early years	Chinese New Year, Internet Safety Week?

Communication & Language		Personal, Social & Emotional Development				Physical Development	
Listening, Attention & Understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Jigsaw	Gross Motor Skills	Fine Motor Skills
Components: Daily story sessions (ask comprehension questions, make predictions). Shared attention, Respond, Engage, Conversation during Learn & Explore time. Share 'favourite Fairy Tales' books. Encourage children to ask questions about what they've heard. Use story maps to retell key texts. Discuss non-fiction books about castles and forests. Guess the character? Work out the fairy tale character from the description End Point: I can retell a familiar story (with some exact phrases and using their own words). I can respond with relevant questions and comments to what I have heard.	Components: Shared attention, Respond, Engage, Conversation during Learn & Explore time. Guess the character sentences e.g. it has a long neck and eat leaves. End Point: I can talk in sentences using conjunctions e.g. and, because. I can describe events with increasing detail. I can use new vocabulary learnt throughout the day..	Components: Discuss the thoughts and feelings of the characters in key texts Support children during Child Initiated Play when issues arise. Discuss how good and bad characters behave and link to feelings they may have in different situations. Develop use of zones of regulation to talk about feelings and how we can moderate our emotions - calming cards. End Point: I can focus during longer whole class lessons I can follow two-step instructions	Components: Support children to do up their own zips, buttons, etc. Support children to resolve issues during sessions when they encounter a difficulty. End Points: I am beginning to show resilience and perseverance in the face of challenge. I am practicing doing up zips, buttons and buckles.	Components: Learning partners during whole class sessions. Play a variety of board games. End Points: I am beginning to work as a group with support. I can use different strategies to support turn taking.	<u>Dreams and goals</u> End points: I will stay motivated when doing something challenging. I will keep trying even when it is difficult. I will work well with a partner or in a group. I will have a positive attitude. I will help others to achieve their goals. I will work hard to achieve my own dreams and goals.	Components: Outdoor PE - Hoops and Quoits. Indoor PE - Gymnastics. End Points: I will use a hoop and quoit in a safe, co-ordinated and controlled manner. I will follow instructions. I will stop on command. I will travel in a variety of ways. I will show an awareness of contrasts in speed and level. I will show an awareness of space and share space safely. I will know, understand and show a safe use of apparatus.	Components: Using tweezers to sort objects. Cut zigzag lines to make crowns. Design and make shields / flags. Cut around characters to make lolly stick puppets. Support children to peg up their own pictures. Handwriting. End Points: I can use a tripod grip when using mark making tools. I can hold scissors correctly and cut along a straight line / curved line. I can write taught letters using correct formation.

Literacy			Mathematics		Understanding the World			Expressive Arts & Design	
Comprehension	Word Reading	Writing	Number & Numerical Patterns	Shape, Space & Measures	Past & Present	People, Culture & Communities	The Natural World	Creating with Materials	Being Imaginative & Expressive
Components: Helicopter Stories key texts - what do you think will happen? How will the story end? Create story maps - The Three Billy Goats Gruff / Hansel and Gretel Changing story maps by changing good / bad characters What makes a good fairy tale? Retell and role play stories End Points: I can act out stories I am beginning to predict what may happen in a story I can suggest how a story might end I can change a story to make up a new one	Components: Guided reading 2x weekly sessions in attainment groups See Phonics Planning (Phase 2/3) End Points: To identify sound set 1 and 7. To blend CVC and CCVC words using these sounds. To read all tricky words and decodable words To read decodable books matched to Phonics level	Components: Write Guess Who? clues about different characters Character fact files Speech bubbles for characters Writing sentences for our stories Labelling our characters Wanted posters End Points: I can form some lowercase letters correctly I am beginning to write sentences using fingers spaces I know that sentences start with a capital letter and end with a full stop I can spell words using taught sounds I can spell some taught tricky words correctly	Components: NCTEM Mastery Maths End Points: -increase confidence in subitising by continuing to explore patterns within 5 -experience patterns which show a small group and '1 more' -continue to match arrangements to finger patterns -continue to develop verbal counting to 20 and beyond -continue to develop object counting skills -order numbers -continue to explore the composition of 5 -explore the composition of 6 -numbers within 10 can be composed of '5 and a bit' -continue to compare sets using the language of comparison -identifying when sets are equal -explore ways of making unequal sets equal	Components: Exploring length, height & distance LENGTH - measuring using cubes HEIGHT - measuring with feet DISTANCE - metre sticks End Points: I can measure using cubes / feet / metre sticks	Components: Research the history of fairy tales throughout history Parent visitors End Points: I know some similarities and differences between things in the past and now	Components: Look at discuss the Chinese New Year story and research how it is celebrated Find China on the world map and learn some of the similarities and differences between the UK End Points: I can talk about Chinese New Year I know some features of the local environment I can talk about some differences and similarities between where I live and other habitats around the world	Components: Leave water out overnight (during freezing nights) - what will happen? Freeze characters in ice - how can we free them? Making story maps Exploring different materials End Points: I know about and recognise the signs of Winter I know some important processes and changes in the natural world including states of matter (water freezing) I can talk about different environments in stories I know about features of my own immediate environment and how they might vary from another	Components: Make flags, swords and shields Make character puppets for theatre Make headbands / crowns/ accessories End Points: I can experiment with different mark making tools such as art pencils, pastels, chalk I can explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins) I know how to work safely and hygienically I can share my creations and talk about the process I can make props and costumes for different role play scenarios	Components: Helicopter Stories Listen to music associated with Chinese New Year Chinese ribbon dancing Exploring claves Singing new songs Helicopter Stories End Points: I can sing songs I can play along to the beat using claves I can use own ideas to perform and play instruments along to a song To learn the words and actions to a song and perform I am beginning to create costumes and resources for role play

